Domain 1.0- There is evidence that the district-approved curricula are aligned, implemented, and used in conjunction with the local and Alaska State Standards.	CURRICULUM Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
1.1 District-approved curricula are aligned with Alaska State Standards.	The district's approved curricula are not aligned to the Alaska State Standards.	Some of the district's approved curricula are aligned with Alaska State Standards.	The district's approved curricula in SBA tested content areas are fully aligned with Alaska State Standards.	The district-approved curricula in non-tested content areas are fully aligned with Alaska State Standards.
1.2 The district uses established procedures to monitor aligned curricula.	There are no procedures for determining the degree to which schools are implementing the curricula.	Procedures are used inconsistently by district leaders to determine the degree to which schools are implementing the curricula.	Established procedures are documented and consistently used by the district leaders to determine the degree to which schools are implementing the district's curricula.	District leaders include instructional leaders in development and evaluation of curricula.
1.3 District consistently reviews adoption and/or development of curricula based on the Alaska State Standards for each curricular area.	The district has neither policies nor procedures in place for the regular review of any curricular areas.	The district reviews some of the curricular areas subject to SBA testing on a random basis to ensure alignment to the Alaska State Standards.	The district adheres to their schedule to review all SBA tested content areas on a regular basis to ensure alignment to the Alaska State Standards, and all staff is aware of this curricular review plan and cycle.	The district consistently reviews non-tested curricula. All staff participates in the process.
1.4 District wide SBA assessment data are used to identify gaps in the curricula.	District staff does not review SBA data sets and/or no process exists to identify gaps in curricula.	District staff review SBA data sets each year in some content areas and/or no process exists to identify gaps in curricula.	District staff consistently utilizes an established process to review SBA data sets in all state tested content areas to identify curricular gaps and/or areas of concern.	District staff consistently utilizes an established process to review non-tested content areas and identify curricular gaps and/or areas of concern.

1.5 A district-wide review process is used to determine if the district-approved curricula address the learning needs of all students and make changes to the curricula when needed.	District staff does not review the curricula to monitor if it addresses the learning needs students.	District staff reviews some of the curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of some student population subgroups.	District staff reviews all curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of all students, and changes to the curricula are made when needed.	District staff reviews curricula in areas beyond SBA testing.

Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's State Standards.	ASSESSMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
2.1 District-wide assessments are aligned with Alaska State Standards and district approved curricula.	District has not aligned curricular-area assessments with the Alaska State Standards.	District assessments in curricular-areas subject to SBA testing are aligned with Alaska State Standards.	District assessments in all curricular-areas are aligned with Alaska State Standards.	All district-wide curricular-area assessments are aligned with Alaska State Standards and the district staff meets regularly with school staff to review alignment and make changes as necessary.
2.2 The district uses established systems for managing, accessing, and reporting district-wide data.	There are neither formal assessment systems nor procedures in place for utilizing data within the district.	District staff members use established systems for managing, accessing and reporting district-wide data in some SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting district-wide data in all SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting data beyond SBA testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys, etc).
2.3 Universal screening assessments are administered district-wide multiple times a year in SBA tested content areas.	District staff does not monitor that universal screening assessments are administered multiple times a year in all schools throughout the district.	District staff monitors that universal screening assessments are administered multiple times a year in some schools.	District staff monitors that universal screening assessments are administered multiple times a year in all schools.	District staff collaborates with instructional leaders to determine professional development needs based on results of universal screening assessments.

2.4 District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs and to make changes to improve student achievement.	District staff does not analyze the SBA data and/or make recommendations for district/school curricular changes in order to improve student performance.	District leaders analyze data in some SBA tested content areas to evaluate curricular programs, and make recommendations for program changes.	District leaders review SBA data in all tested content areas to evaluate district/school programs and make changes to improve student achievement.	District leaders routinely collaborate with instructional leaders and teachers to review data, and district leaders provide opportunities for professional development in areas of need.

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	INSTRUCTION Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
3.1 District monitors that instructional activities are aligned to Alaska State Standards.	District does not monitor that teachers are implementing instructional activities aligned with Alaska State Standards.	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska State Standards in some SBA tested content areas.	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska State Standards in all SBA tested content areas.	District leaders collaborate with site leaders and teachers to evaluate the effectiveness of aligned instructional activities.
3.2 District wide efforts to help low-performing students become proficient are coordinated.	District wide efforts to help low performing students become proficient are informal and inconsistently provided throughout the district.	The district has a written plan to help low-performing students become proficient, but the intervention programs and supports are not consistently provided to all low performing students in the district in a timely manner.	The district has a written plan to help low-performing students become proficient, and all staff implements the plan to provide timely and appropriate instructional intervention to support all low-performing students.	District provides professional development for staff to improve instructional strategies that support the needs of all low-performing students.
3.3 District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools.	District approved curricula does not provide evidence of scientifically based research.	Some district-approved curricula provides evidence of scientifically based research linked to data regarding students' needs in order to strengthen the core academic programs.	District-approved curricula in all SBA tested content areas provides evidence of scientifically based research linked to data regarding students' needs in order to strengthen the core academic programs.	District approved curricula beyond the SBA tested content areas incorporates scientifically based research strategies in order to strengthen the academic programs in those areas.

3.4 Districts monitor the effectiveness of instruction by examining data from district wide formative assessments.	District leaders do not use formative assessment data sets to determine the effectiveness of their staffs' instruction.	District leaders use formative assessment data sets to determine the effectiveness of their staffs' instruction in some SBA tested content areas.	District leaders examine formative assessment data sets at least 3 times per year to determine the effectiveness of their staffs' instruction in all SBA tested content areas.	District leaders, instructional leaders, and instructional staff share formative assessment data and collaborate to identify ways to change instruction based on the data.
3.5 District leaders, in collaboration with school staff and community, communicate high academic expectations to students.	There is little evidence that the district communicates high academic expectation to student.	District leaders communicate academic expectations for student learning, but do not collaborate with school staff and community members.	District leaders collaborate with school staff and community members to communicate high academic expectations to students.	High academic expectations are communicated to students in multiple ways.

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
4.1 District provides resources that support a school environment that is conducive to learning.	District does not provide support or resources to help schools build a positive school learning environment.	District provides some resources and support to schools to build a positive learning environment.	District provides resources and support for positive learning environments. .	District provides a positive learning environment support system, including effective classroom management strategies, that is available for all schools.
4.2 School Only				
4.3 District-wide behavior standards are a part of district policy and are communicated to staff, parents, and students.	There is not a district policy for behavior standards and/or they have not been communicated to students, staff, and parents.	There is an adopted school district policy regarding behavior standards. The district has not adopted a procedure for communicating these behavior standards to the students, staff, and parents.	District leaders regularly and clearly communicate the adopted board policy for behavior standards to all students, staff, and parents and consistently apply them throughout the district.	District leaders, parents, instructional leaders, and instructional staff collaborate to consistently define, communicate, and apply student behavior standards throughout the district.
4.4 The district has implemented an attendance policy.	Staff and students are not aware of the district attendance policy and/or the policy is not implemented consistently.	The district communicates the board approved district attendance policy to all staff and students, but it is not implemented consistently across the district.	The district communicates the board approved district attendance policy to all staff and students, and it is implemented consistently across the district.	The entire district community (school board, central office, school, parents, students, community members) is aware of and involved in the implementation of a board approved attendance policy.

4.5 Equitable support and resources are provided by the district to extend learning opportunities for all students in need of additional support.	The district does not provide support or resources for extended learning opportunities to students in SBA tested areas.	The district provides resources or support for extended learning opportunities for the students in need of additional support in SBA tested areas across the district, but it is not consistent and/or equitable.	The district provides equitable resources and support for extended learning opportunities to all the students in need of additional support in SBA tested areas. The support is equitable and consistent among all schools.	District leaders seek input from instructional leaders and staff to identify needed resources and support for students in need of extended learning opportunities unique to all individual schools within the district.
4.6 District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.	Board has not adopted cultural standards and/or the district does not provide resources to support cultural understanding.	Board has adopted cultural standards and the district has integrated cultural standards with district approved curricula, but resources are not provided to all schools.	Board has adopted cultural standards and the district has integrated cultural standards with district approved curricula; the district provides resources to all schools that support cultural understanding.	District leaders and instructional leaders collaborate with the teaching staff, parents, and community members to build and implement cultural awareness.
4.7 District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	There is little or no communication with parents.	Parent communication is limited, not in parent-friendly language or fails to address learning expectations, student progress, or ways to reinforce learning at home.	District staff communicates well and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home.	District effectively communicates in multiple ways and facilitates regular communication between the school and all families.
4.8 District staff members communicate with parents and community members to inform them about district priorities and to invite their participation.	There are no structures in place to ensure that parents and community members are informed and have the opportunity to contribute.	The district has formal and informal structures to help inform parents and community members about district priorities, but lacks a systematic approach to invite their participation.	The district has formal and informal structures in place to ensure that parents and community members are informed about district priorities and invited to participate.	District staff members work with instructional leaders and staff members to analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.

4.9 District has policies and procedures regarding facility management.	District does not have a functional facility management program.	District has a facility management program that includes some of the following: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.	District has a facility management program that includes: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.	District has a facility management program that exceeds expectations through exceptional custodial and maintenance care which is reflected by pride in ownership.

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
5.1 District achievement data are a primary factor in determining professional development priorities.	District does not use student achievement data or data that is reflective of student needs to design district professional development experiences for staff.	Some, but not all District professional development experiences are consistent or intentionally linked with site/student achievement data.	District leaders examine multiple sources of site/student achievement data as a primary factor in determining comprehensive professional development priorities.	District leaders and administrative leaders analyze historical data on site/student achievement to identify persistent needs that should be addressed in current and future professional development sessions.
5.2 The District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District has not aligned the teacher and principal evaluation processes with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District's evaluation process has aligned the teacher and principal evaluation processes with some of the Alaska Professional Teacher Standards and some of the Standards for Alaska's Administrators.	District's teacher and principal evaluation processes are fully aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District leaders facilitate discussions with staff members about these standards and what they look like in practice.
5.3 The district provides professional development that is embedded into the daily routines and practices of school staff.	District leaders provide professional development experiences that are disconnected from one another and are not embedded into daily routines and practices.	District leaders provide infrequent professional development experiences that are embedded into daily routines and practices.	All district designed professional development experiences are ongoing and embedded into daily routines and practices.	District designs consistent professional development for new teachers.

5.4 The district provides mentoring to support new teachers, administrators, and instructional leaders in the development of instructional and classroom management skills.	District leaders do not organize efforts to provide support to new teachers, administrators, and instructional leaders through a mentoring program.	District provides some specialized support for new teachers, administrators, and instructional leaders through a mentoring program, but not all new staff participates.	All new teachers, administrators, and instructional leaders in the district participate in a mentoring program.	District leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers, administrators, and instructional leaders.
5.5 District allocates sufficient time and resources to support professional development outlined in the district improvement plan.	Professional development resources are allocated for activities that are not outlined in the district improvement plan and/or resources intended for professional development are not used.	Insufficient time and resources are allocated by District leaders for supporting the goals of the district improvement plan.	District leaders allocate sufficient time and resources toward supporting all of the goals for professional development needs outlined in the district improvement plan.	District leaders regularly allocate resources that provide for school-based professional development that is supported by a system of learning teams.

Domain 6.0- There is evidence that administrative leaders focus on improving student achievement.	LEADERSHIP Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
6.1 District leaders facilitate the development of the district improvement goals and the alignment of school and district goals.	District goals do not exist and/or school and district goals are not aligned.	District provides opportunity for collaboration and engagement in the development of district improvement goals with all stakeholder groups represented but alignment between district and school goals is not addressed.	District leaders facilitate the development and implementation of district improvement goals in collaboration with parents, school staff, and community members and ensure that school goals align with district initiatives.	District improvement goals are clearly communicated to all stakeholders.
6.2 District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction.	District does not assist instructional leaders in understanding assessment data and its role in improving instruction.	District provides limited professional development for instructional leaders in understanding assessment data and its role in improving instruction.	District provides ongoing, job embedded professional development for instructional leaders in understanding how data should be used to make changes to instruction.	District facilitates district wide committees that provide recommendations for changes to instruction based on data.
6.3 District staff systematically monitors the implementation of the school improvement plans.	There is no system or process by which the District monitors the fidelity of implementation of the school improvement plans during the school year.	District leaders infrequently monitor the implementation of and progress of the school improvement plans.	District leaders facilitate regularly scheduled meetings with school staff, parents, and community members about progress on the school improvement plans.	District leaders use a variety of sources (lesson plans, student data, classroom observations, meetings with instructional leaders, etc.) to validate progress of the goals within the school improvement plans.

6.4 District ensures that instructional leaders have access to and are implementing Alaska State Standards.	District has not provided information and does not ensure implementation.	District has provided information to instructional leaders regarding Alaska State Standards but does not ensure implementation.	District has provided information to instructional leaders regarding Alaska State Standards and ensures implementation.	District leaders regularly invest time and effort throughout the school year in monitoring schools in order to assist instructional leaders in understanding and implementing Alaska State Standards.
6.5 School Only				
6.6 District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.	District leaders do not communicate on a regular basis with parents and community members regarding district improvement activities.	District leaders conduct district improvement functions without including parents and community members.	District leaders make ongoing contact with parents and community members regarding district improvement efforts and invites their participation in improvement efforts	District leaders maintain a partnership with the instructional leaders, school staff, parents, and community to engage them in regularly scheduled meetings) to review the progress toward meeting district improvement goals.
6.7 District has a process for the school instructional leader to receive support and guidance as part of the administrator evaluation procedure.	District does not have a process for instructional leaders to receive follow-up support and guidance as part of the principal evaluation process.	District only provides instructional leaders annual follow-up support and guidance as a part of the principal evaluation process.	District has a process for instructional leaders to receive follow-up support and guidance as a part of the principal evaluation process, and this process provides ongoing, job embedded professional development and feedback throughout the year.	District collaborates with the instructional leader to write a growth plan that includes a focus on nurturing leadership skills for the district, community, and professional roles inside and outside of the school.

6.8 School Only				
6.9 District provides information about and training in the use of evaluation policies and procedures for all personnel.	District provides access to information regarding district policies and procedures for the evaluation of personnel to instructional leaders and all staff, but there is no support for training in their use.	District shares the policies and procedures regarding evaluation of all school personnel with all instructional leaders and staff and provides some initial training in their use.	Ongoing, job-embedded professional development is provided for instructional leaders and staff in the use of evaluation policies and procedures.	District provides opportunities for instructional leader and staff feedback regarding the evaluation system's efficacy.